

## COURSE SYLLABUS

Course Prefix & Number	BUS 370
Course Name	Management Information Systems
Term	Fall 2023

### 1. COURSE INFORMATION

#### 1.1. Instructor Information

<b>Instructor:</b>	Matthieu Vollmer, MBA
<b>Office:</b>	Off Campus
<b>Physical Office Hours:</b>	Not available unless arranged in advance via email.
<b>Virtual Office Hours:</b>	By appointment only, please email for scheduling.  <b>**I do not respond to Canvas messages. Email only.</b>
<b>Office Telephone:</b>	715-346-2728 (School of Business & Economics Main Line)
<b>E-mail:</b>	mvollmer@uwsp.edu
<b>Expected Instructor Response Time:</b>	2 business days Please note, in order to obtain a healthy work/life balance, and to prioritize his full time business commitments during weekdays, the instructor has: (1) decided not to check email every day as reflected by the 2 business day response time noted above, (2) disabled email notifications on all mobile devices, and (3) does not keep email open in the back ground while working on the computer. Moreover, on the days when emails are checked, which is at a minimum once every 2 business days, the instructor does so in the morning or evening. Therefore, a student who sends an email any time after 12 p.m. (noon) should not expect to receive a reply that day. In such a case, the earliest the student might expect to receive a reply is sometime in the morning on the 1st (i.e., "next") business day ("tomorrow morning" if speaking on the day the email was originally sent). The latest the student could expect to receive a reply is sometime in the morning on "the day after tomorrow" (again keeping in mind that "the day after tomorrow" terminology assumes the student is speaking on the day the email was originally sent).

#### 1.2. Course Information

<b>Meeting Time &amp; Location for face-to-face sessions:</b>	This course is 100% Online and will not meet in-person at a designated location. If an in-person meeting is scheduled, students will be notified in advance.
<b>Course Description:</b>	This course integrates the topics of management, marketing, organizational structure, and systems theory. A thorough understanding of these topics is essential for optimal utilization of an organization's information resources. Computer hardware and software, telecommunications, spreadsheet, and database concepts are emphasized. The students and instructor will also investigate the application of e-commerce business models to achieve competitiveness in global business environments. When applied correctly, the topics and skills covered in this course have the potential to improve performance within organizations of any size, large or small.
<b>Credits:</b>	3
<b>Prerequisites:</b>	BUS 320: Principles of Management BUS 325: Organizational Behavior BUS 330: Principles of Marketing

### 1.3. Textbook & Course Materials


<b>Required Text(s):</b>	M: Information Systems (6th ed.) [ISBN: 9781260727821] <ul style="list-style-type: none"> <li>o <b>Cite as:</b> Baltzan, P. (2022). <i>M: Information Systems</i> (6th ed.). New York: McGraw-Hill.</li> </ul>
<b>Recommended Text(s):</b>	N/A
<b>Other Readings:</b>	Provided on Canvas as needed.
<b>Other Required Materials / Applications:</b>	<ul style="list-style-type: none"> <li>• Access to a computer with Microsoft Office (Excel, Word, PowerPoint)</li> <li>• Minimum of 1 GB of data storage (hard drive, flash drive, or online storage account).</li> </ul>

### 1.4. Course Technology

<b>Course Website:</b>	<p>Canvas</p> <ul style="list-style-type: none"> <li>• UWSP's Online Learning Management System: <a href="https://www.uwsp.edu/canvas/Pages/default.aspx">https://www.uwsp.edu/canvas/Pages/default.aspx</a></li> </ul> <p>Socrative (in-person only)</p> <ul style="list-style-type: none"> <li>• Attendance tracker: <a href="https://socrative.com/">https://socrative.com/</a></li> </ul> <p>ExPrep</p> <ul style="list-style-type: none"> <li>• Excel project portal: <a href="https://portal.excelpreparation.com/Account/Login">https://portal.excelpreparation.com/Account/Login</a></li> </ul>
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	<p>Kaltura (or similar)</p> <ul style="list-style-type: none"> <li>• Use to submit recorded presentations. You may also use other recording tools, or utilize a self-hosted Zoom meeting that is recorded and upload the recording for grading.</li> </ul> <p>Loom.com</p> <ul style="list-style-type: none"> <li>• Another optional tool for recording group presentations and discussion posts.</li> </ul> <p>Digital signature tools -- Adobe Fill &amp; Sign, DocuSign, PandaDocs, or Genius Scan to sign group contracts. You may also print, sign and scan. Choose a tool that works best for your group.</p> <p>Doodle.com -- used to help coordinate group meeting scheduling, or other scheduling assistant tools your group may find useful.</p>
<b>Other Websites:</b>	N/A
<b>Course Delivery:</b>	100% Online

**Delivery Mode Changes:** Changes to course delivery may occur at any time during the term to address public health and safety concerns.

**Canvas Support:** Click on the HELP button (  ) in the global (left) navigation menu and note the options that appear:

- Ask Your Instructor a Question  
*Submit a question to your instructor*
  - Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
- Chat with Canvas Support (Student)  
*Live Chat with Canvas Support 24x7!*
  - Chatting with Canvas Support (Student) will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
- Contact Canvas Support via email  
*Canvas support will email a response*
  - Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your difficulty.
- Contact Canvas Support via phone  
*Find the phone number for your institution*
  - Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
- Search the Canvas Guides  
*Find answers to common questions*
  - Searching the [Canvas guides](#) connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](#).

- Submit a Feature Idea  
*Have an idea to improve Canvas?*
  - If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

Self-train on Canvas through the Self-enrolling/paced Canvas training course: <https://uws.instructure.com/courses/45767>

**UWSP Technology Support:**

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit: <https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>

For technology instruction sheets, online support videos, and other related resources, go to:

<https://www.uwsp.edu/online/Pages/Student-Support.aspx>

The university also provides a Technology Tutoring service in which tutors meet with students one-on-one to provide technology assistance. To receive help of this nature visit:

<https://www3.uwsp.edu/tlc/Pages/TechEssentials.aspx>

Additional tools designed to help students taking online or hybrid courses can be found at:

<https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx>

## 2. LEARNING OUTCOMES

### 2.1. Course Goals

The major goal of this course is to provide students with an introduction to the field of Management Information Systems (MIS). Decision making is an important part of a manager’s job and MIS can improve the quality of those decisions. Understanding MIS terminology and learning how to navigate technology trends is essential. Additionally, MIS can increase productivity, which can provide a competitive advantage. This course was designed to improve students’ knowledge base in MIS as well as increase their technical skills.

### 2.2. Course Learning Objectives

1. Develop a working knowledge base of terminology within the fields of MIS and computer systems.

2. Explain the role MIS plays in efficiency and effectiveness of meeting organizational goals.
3. Explore the use of system analysis and system development methodologies.
4. Conduct and interpret spreadsheet analyses.
5. Demonstrate knowledge of the components and functions of spreadsheets and database systems.
6. Identify security, privacy, and ethical issues associated with MIS.
7. Evaluate the opportunities for global competitive advantage associated with the use of MIS.

### 2.3. Academic Unit

**SSBE Mission:**

The UW-Stevens Point Sentry School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.

The SSBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

**Accreditation  
Commitment:**

SSBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community.

## 3. COURSE POLICIES

### 3.1. Attendance

**3.1.1 General Policy Guidelines**

Discussions are graded in lieu of attendance as this course is 100% online. Discussions are a grade component of this course. The Course Schedule shows precisely the discussion points that can be earned by being present at individual class sessions. It is critical to follow the course assignments and schedule online carefully. See Section 5.5. Discussions for details.

**3.1.2 Excused Absences and Requesting Attendance Credit**

Credit for missed or partially completed assignments are only possible for excused circumstances that are communicated to the instructor prior to class and supported by a source document (e.g., practice/game schedule, an email confirming conference registration, a doctor's note, an airline

reservation that was booked before the first day of the term, or an email from the party requiring your attendance elsewhere). Valid reasons for an requesting an excused absence are military service, verifiable illness, university-related travel or events (academic, club, or athletic), sincerely held religious beliefs as described in UW System policy (UWS 22), and medical or family emergencies. If the student has the ability to know the date of the event in advance (i.e., the event can be found on an available calendar or schedule), but the student fails to notify the instructor prior to the date, the event will no longer qualify as an excused absence. If the circumstances are unexpected, making it impossible for the student to inform the instructor beforehand, the student has 48 hours from the missed assignments to contact the instructor. All credit requests must be submitted via email. Barring any circumstances involving the 48 hour grace period, one must request credits no later than the date identified on the course schedule as the last day to request missed or partially completed work credits.

### **3.1.3 Attendance Buffer**

This course is 100% online. There are no in-person meetings. Your engagement in Canvas is required and assignments must be completed on time. For in-person sections ONLY -- two days' worth of attendance points are given to each student to provide leeway for absences. Therefore, students can miss two class sessions and still earn perfect attendance. Students that attend every class, without missing a single day are allowed to keep their attendance buffer points as extra credit.

### **3.1.4 When to Email Your Instructor About a Missed Class Session**

For in-person class meetings, it is not necessary for students to contact the instructor regarding a single missed class session—including an absence resulting from circumstances that may qualify as excused—when that missed class session is still within the number of allowed absences provided by the attendance buffer. This provides a level of convenience for students that do not anticipate being gone for more than the number of allowed absences provided by the attendance buffer.

Still, a student may wish to submit a preemptive appeal for excused absence credit in the event that he or she missed a class session for excused circumstances, but he or she is still within the number of allowed absences provided by the attendance buffer. A preemptive appeal for excused absence credit preserves the student's ability to apply his or her attendance buffer to unexcused absence when the unexcused absence is preceded by excused absences. In short, it is a matter of sequencing. If the student's first two missed classes are for unexcused circumstances, preemptive appeals for excused absence credit do not apply. If the student has one or more absences due to excused circumstances sometime prior to having a total of two unexcused circumstances, it is in his or her best interest to submit a preemptive appeal for excused absence credit. If the student decides not to submit a preemptive appeal for excused absence credit prior to having a total of two unexcused circumstances, then the attendance buffer will be used to offset the first two missed classes, regardless if these absences were for excused or unexcused circumstances. A preemptive appeal for excused absence credit must include the reason for being gone and a source document to support the request (e.g., practice/game schedule, an email confirming conference registration, a doctor's note, an airline reservation that was booked before the first day of the term, or an email from the party requiring your attendance elsewhere). All preemptive appeals for excused absence credit requests must be submitted via email.

Once a student's absences exceed the number of allowed absences provided by the attendance buffer, then he or she should always email the professor if he or she believes the reason for being gone qualifies as an excused absence and he or she can provide a source document to support the request for excused status.

If the reason for being gone does not qualify as an excused absence or if he or she does not have a valid source document, then the student does not need to email the professor because he or she will not receive attendance credit for that day anyway—being that the absence is considered unexcused. This is true in all cases, irrespective of when these absences occurred, the student's total absent count, and the extent to which he or she has used the provided attendance buffer to offset previous absences.

Any and all communication regarding attendance credit must be emailed to the instructor no later than the date listed on the course calendar.

### **3.1.5 How and When Excused Absence Credit is Applied**

For in-person sections of this course, in cases when being gone qualifies as an excused absence, but the student had not exceeded the number of allowed absences for the semester, no adjustment will be made to the student's attendance grade because at this point, his or her attendance score does not fall below the maximum threshold for attendance points. In short, even when absences are for a legitimate reason, being gone from class does not justify earning extra credit. For this reason, excused absence credit will not be applied to one's grade until all of the graded attendance days have occurred as it must first be determined whether or not the student needs the excused absence credit in question. In summary, up to the number of allowed absences provided by the attendance buffer, students will not receive excused absence credit when they are gone, regardless of the reason.

## **3.2. Late Work**

### **3.2.1 General Policy Guidelines**

All in-class and out-of-class assignments/point opportunities are due on the date indicated on the Course Schedule. Should the need for an alternative due date arise, the new due date will be announced on Canvas.

For in-person sections, most assignments that are to be completed out of class are due online via Canvas no later than the start of class on the due date indicated on the Course Schedule. Some assignments/point opportunities, however, are due at a specific time other than the start of class.

For 100% online sections, all assignments are due online.

Therefore, it is important to always check to Course Schedule/Summary to see if a special due date/time applies to a given assignment/point opportunity. Any submission made after the specific time an assignment is due (whether that is the start of class or another time) will be considered one day late, even if it is submitted later on the originally due date.

### **3.2.2 48 Hour Grace Period**

Permission to hand in late work must be obtained from the instructor via email prior to the original due date. If the circumstances are unexpected, making it impossible for the student to

inform the instructor beforehand, the student has 48 hours from the start of class (or from the default Canvas deadline of 11:59pm, whichever comes first) on the original due date to contact the instructor and request permission to hand in late work. In such cases the student must provide an explanation as to why he or she wasn't able to inform the instructor of these circumstances beforehand. Barring any circumstances involving the 48 hour grace period, one must request to make-up late work no later than the date identified on the course schedule as the last day to request late work credit.

### **3.2.3 Assignments with a Multiweek time Allotment**

The instructor will deny late work appeals involving assignments for which students had 2 calendar weeks or more to complete the missed assignment/point opportunity. This class rule is supported by the expectation that students can manage their time in such a way that 2 weeks provides enough time to make the necessary arrangements to complete assignments with a multiweek time allotment. This expectation supersedes any accommodations that would normally be provided under the 48 hour grace period rule.

### **3.2.4 Late Submission Penalties**

Aside from any specific arrangements made with the instructor prior to the due date, all late assignments will receive a 5-point deduction for each day after the original due date. As noted above, submissions made after the specific time an assignment is due on the originally due date are also considered one day late. Please note, this late penalty is also imposed for all calendar days, including weekends. Late submissions will not be accepted if either of following circumstances are true:

1. The assignment/point opportunity has zeroed out, meaning that the cumulative 5-point deductions have become greater than the total points possible.
2. The assignment/point opportunity is more than 1 week late.

## ***3.3. Etiquette/Netiquette***

### **3.3.1 General Policy Guidelines**

Etiquette/Netiquette is a set of rules for behaving properly during on-campus/online components of a UWSP course. As the instructor, it is my goal to provide a safe and nurturing learning environment for all students. Therefore, breaches of Etiquette/Netiquette are defined as any behaviors that are disruptive to the learning environment. The following examples provide a foundational description of Etiquette/Netiquette and breaches thereof:

- Displaying respect for others is required at all times. It is not required that you share the perspectives of your classmates, but rather that you do not discredit their right to have their own opinion. Expressing alternate viewpoints is important, but this should be done in a collegial manner.
- Side discussions (on-campus or online), listening to head phones, sleeping in class, and abusive language is considered disruptive behavior.
- No shouting, no profane language, no verbal or physical threats, no intimidation of any kind whether written or verbal.
- Not arriving to class, or engaging in any communications, under the influence of any alcohol or drugs.
- Please come to class (virtual or in-person) on time. Students should inform the instructor via email prior to class if he or she must arrive late or leave early.



- Cell phones, tablets, laptops, or any other electronic devices, while permitted in class, must be used in a way that is not disruptive to the class. Electronic devices are to be used only for note taking and to participate in class. Texting, checking social media, email, etc. is not permitted. If you are using technology inappropriately, you will be asked to put your device away for the remainder of the class session. If you or those around you appear severely distracted by an electronic device at any time, the instructor may ask you to show the content of your screen or to leave the classroom.

### **3.3.2 Penalties for Misconduct**

The instructor reserves the right to ask students to leave the class or to issue grade penalties for misconduct. Grade penalties are not given lightly and not without clear and justifiable cause. Grade penalties will only be applied in cases where the student has, without question, diminished the learning environment. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. Any continued disruptive behavior may result in a referral to the Dean of Students office.

## 4. GRADING

### 4.1. Grading Scheme

Point Range ( x = your score )						Letter Grade	Percentage Range ( x = your score )				
1,032	≤	x	≤	1,100	points	A	93.00%	≤	x	≤	100.0% (or other max)
999	≤	x	≤	1,031	points	A-	90.00%	≤	x	≤	92.90%
966	≤	x	≤	998	points	B+	87.00%	≤	x	≤	89.90%
921	≤	x	≤	965	points	B	83.00%	≤	x	≤	86.90%
888	≤	x	≤	920	points	B-	80.00%	≤	x	≤	82.90%
855	≤	x	≤	887	points	C+	77.00%	≤	x	≤	79.90%
810	≤	x	≤	854	points	C	73.00%	≤	x	≤	76.90%
777	≤	x	≤	809	points	C-	70.00%	≤	x	≤	72.90%
744	≤	x	≤	776	points	D+	67.00%	≤	x	≤	69.90%
666	≤	x	≤	743	points	D	60.00%	≤	x	≤	66.90%
0	≤	x	≤	665	points	F	0.00%	≤	x	≤	59.90%

### 4.2. Grading Notes (if provided)

Total point ranges will be used to evaluate student performance. The percentage ranges are provided only to show how the student performance levels can be expressed as a fraction of total points. Therefore, given that total points will be used rather than percentages, and that I don't give fractional points, there will never be a situation in which rounding would come into play. Moreover, there will be NO CURVE. Simply put, you need to earn the minimum number of points (i.e., the lower bound) in a given grade category to receive that grade (e.g., your grade  $\geq$  1,032 for an A). No exceptions will be made.

### 4.3. Points Available

Points	Percent	Item	Category	Category Percent
10	0.90%	Pro Event #1	Pro Events	1.80%
10	0.90%	Pro Event #2		
10	0.90%	Ch. 1 Quiz	Quizzes	8.11%
10	0.90%	Ch. 2 Quiz		
10	0.90%	Ch. 3 Quiz		
10	0.90%	Ch. 4 Quiz		
10	0.90%	Ch. 5 Quiz		
10	0.90%	Ch. 6 Quiz		
10	0.90%	Ch. 7 Quiz		
10	0.90%	Ch. 8 Quiz		
10	0.90%	Ch. 9 Quiz		
4	0.36%	Sign up for ExPrep	Individual Assignments	16.22%
4	0.36%	Add profile picture to Canvas		
6	0.54%	5 Forces Peer Review Discussion		
6	0.54%	Strategy Peer Review Discussion		
40	3.60%	Lab Assignment #1		
40	3.60%	Lab Assignment #2		
40	3.60%	Lab Assignment #3		
40	3.60%	Lab Assignment #4		
10	0.90%	Team Contract	Group Assignments	18.02%
40	3.60%	5 Forces Paper		
25	2.25%	5 Forces Presentation		
60	5.41%	Strategy Paper		
25	2.25%	Strategy Presentation		
30	2.70%	Peer Evaluation of Teamwork		
5	0.45%	Checkpoint: 5 Forces Project		
5	0.45%	Checkpoint: Strategy Project		
200	18.02%	Discussions	Discussions	18.02%
100	9.01%	Exam 1 (Ch. 1-3)	Exams	37.84%
100	9.01%	Exam 2 (Ch. 4-6)		
100	9.01%	Exam 3 (Ch. 7-9)		
120	10.81%	Final Exam (Comprehensive)		
<b>1,110</b>	<b>100.00%</b>	<b>TOTALS</b>		<b>100.00%</b>

## 5. COURSEWORK DESCRIPTIONS & COMMENTARY

### 5.1. Exams

A list of the course examinations and their point values is given in the Grading section. The exams will consist entirely of multiple-choice questions drawn from the information and topics covered within the Unit/Module. By definition, a Unit is the collection of chapters and topics covered leading up to the exam. Each chapter covered in the exam will contribute an approximately equal number of questions. The final exam is comprehensive, requiring you to draw upon all of the topics from the first through the last unit.

Exam questions will be drawn from the book, from the instructor's PowerPoints, and from the material presented/discussed in class and on the course website(s). Please note, the PowerPoints do not cover all that is in the book and on the exams. To perform well on the exams, it is important to read and study the course terms, concepts, and theories as presented in the sources mentioned above. Unless told specifically by the instructor to skip certain topics, students are responsible for all content found in the course resources, whether or not the material is covered in class.

### 5.2. Quizzes

#### 5.2.1 Quiz Content and Format

Students are required to complete one quiz for each chapter covered in the textbook. The quizzes will be administered online using Canvas. All of the questions will be presented in a closed-ended format, meaning that students must choose their response from a list of answer choices (e.g., multiple-choice, true/false, matching, etc.). Quiz questions will be drawn entirely from the textbook chapters. The quizzes will be made available on Canvas no later than the first day the chapter is to be covered in class. Students will have until 11:59 p.m. on the day listed on the Course Schedule to complete the quiz for that chapter. The selection of content solely from the textbook as well as the timing of its availability were purposefully chosen to encourage students to read the chapter, which would prepare them to participate in class discussions.

Student will have only one attempt to complete each quiz during the time frame for which it is available. There is a time limit for each quiz, which is clearly stated on the Quiz link within Canvas. The instructor may change the time limit from quiz to quiz to account for variations in chapter difficulty, past student performance, or verbal/written student feedback. The time limit is set so that students must complete the quiz within one sitting; however, the intent is to provide enough time so that students can consult the textbook chapter when answering questions. In short, to do well on the quiz within the time limit you should have read the chapter prior to beginning the quiz so that you know where to look for answers, yet complete memorization of the chapter is not required or expected.

#### 5.2.2 Technical Difficulties While Completing Quizzes

It is possible that the intentional design choices made by the software developers at Canvas are inconsistent with how you would expect the application to function. Therefore, students are responsible for checking their quiz before it is submitted on Canvas. Students should verify that their saved answer choices are their intended selections. Once the quiz is submitted it is impossible for the instructor to determine if the saved answer wasn't the student's intended

answer. For this reason, all submitted work is regarded to be the student's intended answer. The instructor is not responsible for errors or unintended answers recorded by Canvas.

It is the student's responsibility to email the instructor immediately if he or she encounters technical difficulties while completing the quiz. This is to be done regardless of the hour at which these technical difficulties occur. Any requests to reopen the quiz for technical difficulties or other reasons that are received after 11:59 p.m., plus a 5-minute grace period, on the date the quiz is due will not be honored.

### **5.2.3 Missed Quizzes**

Aside from circumstances involving technical difficulties, no time extensions will be given for quizzes as multiple days are provided to complete each quiz and students should be able to budget their time and complete the quiz within the allotted time frame. Also, the lowest quiz score will be dropped, and therefore, students are expected to "use" their "drop" to offset a missed quiz if needed. However, allowances may be made if a student feels he or she missed the quiz for "excused" reasons and can provide appropriate source documentation supporting their unavailability during the entire quiz duration. Even if an allowance is granted standard late penalties will apply.

### **5.2.4 Reviewing Quizzes**

Quiz answers will be released solely based on the instructor's discretion.

## **5.3. Individual Assignments**

### **5.3.1 Sign up for Socrative/ExPrep**

This course will use Socrative (free) (Socrative not used for 100% online sections) and ExPrep (paid) to facilitate student learning and engagement. Students must sign up for Socrative/ExPrep by the date indicated on the "Course Summary" to receive full credit for this assignment. Instructions on registering for Socrative/ExPrep are provided on Canvas.

### **5.3.2 Add a Profile Picture to your Canvas Account**

To receive full credit for this assignment, you must modify your Canvas profile so that it includes a photo of yourself or something that represents your interests. This task must be completed by the date indicated on the "Course Calendar."

### **5.3.3 Article Presentation**

For in-person sections, most class sessions will begin with a short block of time to discuss current events in business. Homework for this course includes reporting on a current business article related to the course content and leading a short class discussion about the article. You may only present your article on the day that you signed up for on Canvas. If you miss that day, come unprepared, or fail to sign up, you will receive a zero for this assignment. Additional guidelines describing the content and format requirements of the class discussion are posted on Canvas.

Online sections will have the option of completing this as extra credit for their final exam. They can record their presentation, post the recording in a discussion board thread on Canvas, and engage in conversation about their article in the discussion thread.

#### **5.3.4 Application Assignments**

Over the duration of this course, students must complete four application or lab assignments. These assignments provide students with a hands-on learning experience in which they practice using an application of the information systems covered within the Instructional Unit.

A Lab Day (in-person format only) will be held at least once per unit in which instruction will be provided about the information systems application that students will be required to use to complete their assignment. Additional guidelines describing the specific requirements for each lab assignment will be posted on Canvas after the Lab Day for the given application has occurred. These application assignments are to be completed individually by each student. Students who copy the work of others or allow others to copy their work will receive a zero on the application assignment.

Helpful instructions and videos will be posted for 100% online courses. There will not be a lab day scheduled for 100% online sections.

#### **5.3.5 Peer Presentation Forms**

This course will include two rounds of research. Students are required to complete peer presentation feedback during each round of research (5 Forces + Strategy Formulation). For in-person sections, these presentation feedback forms will be completed in class at the end of the peer presentations on each day that peer presentations are given. For online sections, these presentation feedback loops will be completed via discussion forums.

### ***5.4. Group Assignments***

#### **5.4.1 Group Contract**

This course requires student to work effectively in teams. For in-person sections, students will be assigned to teams based on their personality profile. In online sections, teams will be randomly generated using the Canvas grouping tool. You will find your group by navigating to People on the left menu of the Course, then select the Groups tab where you can search for your name.

Once formed, each team will be required to draft a group contract outlining members' responsibilities as well as consequences for inaction and/or misbehavior. The contract will be reviewed by the instructor and revisions may be suggested. All group members must sign the final draft of the group contract.

You will coordinate with your group members via email, independently scheduled in-person, or virtual meetings, or via Group discussion threads on Canvas. You may also exchange contact information such as phone numbers and social handles if your group finds that to be valuable. Your groups communication style is self-governed.

#### **5.4.2 Group Research Projects**

Group assignments will include two rounds of research pertaining to a company chosen by the group. For each round of research, the team will prepare a paper and an accompanying presentation. The paper and presentation for each round of research are due on the same day. The recorded presentation must also be posted to the peer feedback/review discussion board. In general, the first round of research will have teams apply Porter's Five Forces to the industry in

which their company competes. The second round of research will have teams forming strategic recommendation for their company based on what they learned in the first round.

#### **5.4.3 Projects Guidelines**

Guidelines describing the specific content, formatting, and length requirements of each round will be posted on Canvas after team formation is complete. A sample rubric, which will be used to grade group papers, is also available. A third resource that has been posted on Canvas is a description of the instructor's writing expectations. This document provides basic guidance on APA format, which is required for the group papers. You are always welcome to ask for guidance on the paper requirements, topic coverage, or APA format; however, the instructor will not read students' rough drafts. That is, the instructor will only read, edit, and provide written feedback on the final submission of each group paper.

#### **5.4.4 Originality Requirement**

The content submitted for the group research projects must be original and should not include material recycled from any other class projects, unless authorized. Furthermore, Turnitin™ anti-plagiarism software will be used to derive a "Similarity Percent" for each group's submission. This Similarity Percent indicates the percent of the submission that overlaps with previously written works. It might be helpful to think of the Similarity Percent like a golf score: the lower the better. To calculate the Similarity Percent, Turnitin™ checks papers against published works, websites, and a repository of student papers. A grade penalty will be issued for any submissions with a Similarity Percent exceeding the maximum threshold indicated on the project rubric. Keep in mind, the Similarity Percent excludes bibliography information and properly cited quotes. Also, students should be aware that once their paper is checked by Turnitin™, it is added to the repository of student papers against which future submissions will be checked. Therefore, it is unwise to use papers from previous semesters or to allow students in subsequent semesters to use your paper.

##### **5.4.4.1 AI Text Generation Apps**

One goal of this course is for you to work on developing the discipline-specific writing skills that you will need to be successful as a professional in this field. I want to acknowledge that recent buzz about ChatGPT and other generative AI tools poses some interesting questions about the need for developing these skills, and how such tools can be used in higher education. Given that this technology is still in its infancy and that my goal is for you to develop your skills as a writer, the unauthorized use of ChatGPT, or other AI writing tools, is not permitted in this course. Students found to be using such tools will be considered as engaging in conduct aimed at making false representations of a student's academic performance, and will be subject to disciplinary action as defined in the UWSP Academic Misconduct Policies.

#### **5.4.5 Group Presentation**

The group presentations should provide an overall summary of the analysis your group conducted for the written report for each round. Following the presentations, students should be prepared to answer any question regarding their findings.

All group members must be in attendance when their paper is presented, and all group members must have a speaking part in the presentation. Please note, formal attire is not required but students are expected to appear tidy for their presentation whether in-person or virtual. This includes no jeans with holes, sweatpants, baseball caps, and no shirts with words or numbers.

Slides should be prepared using PowerPoint. Videos or other forms of multimedia can be used to enhance the delivery of your presentation.

Additional guidelines describing the specific content, formatting, and length requirements of the presentations will be posted on Canvas after team formation is complete. A sample rubric, which will be used to grade group presentations, is also available.

#### **5.4.6 Group Work Evaluation**

When group work is evaluated, you and your groupmates will be given one score for your efforts. It is the responsibility of each group member to review and approve all group work before it is submitted. That is, once the instructor receives the group's submission, it is understood that all group members are comfortable with the submission and are willing to accept one collectively score for the group's efforts. In short, individual effort will not be graded unless otherwise stated by the instructor.

Group work is intended to be a positive learning experience for all those involved. Thus, in order to gather evidence of this, all group members will be required to complete a Peer Group Evaluation form. Your ratings will not be disclosed to the other students in your group, so please be honest. The Peer Group Evaluation form will only be used for group activities associated with a course grade. The instructor reserves the right to make decisions after the Peer Group Evaluation form is due based on the responses received, even if less than 100% of the Peer Group Evaluation forms were submitted. If no peer group evaluation is received from any member(s) of the group, it will be assumed that the individual(s) who did not turn in the form were completely satisfied with their group members' contributions to the paper and presentation. The Peer Group Evaluation form must be completed no later than the date identified on the course schedule as the last day to complete the Peer Group Evaluation.

Students who do not submit the Peer Group Evaluation will not earn any points for this activity. Submitting your Peer Group Evaluation, however, does not guarantee you will receive full points. The points you receive for the Peer Group Evaluation are calculated by multiply the total points possible by the mean percentage contribution score given to you by your teammates on their Peer Group Evaluation form. Scores will be rounded up to the nearest whole point. For example, if the Peer Group Evaluation is worth 30 points and your group members give you an average percentage contribution score of 87%, then you will receive 27 points for the Peer Group Evaluation ( $30 * 0.87 = 26.1$  rounded up to 27).

#### **5.4.7 Resolving Group Conflict**

I reserve the right to resolve group conflict by applying grade penalties or adjustments as necessary given the nature of the discord among those involved. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. Ideally, I hope not to apply any grade adjustments, but rather, I hope to address problems through mediation or changes in group membership. Therefore, please notify the instructor immediately if you suspect that you have group member(s) who are not pulling their weight or if you are unhappy with your group for any other reason. In order to seek the removal of a classmate from your group, you must submit a written petition to the instructor. All other group members must sign this document and state the reasons why you are requesting the removal of this individual. If you wish to be removed from a group, you must submit a written petition outlining the reasons for your request. All requests to leave a group or petition to remove a member are due no later than one week before



the first round of group research is to be presented. Ultimately, it is the instructor's decision whether or not to modify the membership of the group.

### **5.5. Discussions**

Select learning modules require a posting to the discussion board and responses to at least two (2) of your classmates' postings. You will see assigned discussions and their point values in Canvas. The purpose of the discussion posts is my best attempt to replicate the peer-to-peer learning that would take place in an in-person classroom setting.

Postings will be evaluated on the quality of the postings and your response to classmates' postings. Participation in assigned discussion boards is required and postings will be evaluated per board using the scale as displayed below. The discussion assignments (i.e. participation) will be worth a total of 200 points out of 1,100 points total for the class.

**0 Points** = Student did NOT respond to the assigned discussion post.

**10 points** = Student responded to the post but did NOT respond to at least two (2) other classmates' posts.

**20 points** = Student responded to the post AND responded to at least two (2) other classmates posts.

All initial postings are due by 11:59 p.m. on the Friday of the week in which the discussion assignment was given. Replies are due by 11:59 p.m. on the Sunday of the week in which the assignment was given.

Partial points may be awarded, in addition to extra credit, depending on the quality of the posts. Partial points are awarded at the instructor's discretion.

Discussions are 20 pts each.

### **5.6. Smiley Professional Events (or Pro Events)**

**Smiley Professional Events (or Pro Events)** and the **Anderson Classroom to Career Center (C2C)** are flagship programs of the Sentry School.

Pro Events connect you to:

- *Campus* (e.g., academic coaching, student clubs);
- *Community* (e.g., Rotary, Business Council): and
- *Careers* (e.g., internships, networking).

As a Sentry School student, you will be able to choose from a wide variety of speakers, workshops and special events. With over 300 events per year on the Pro Events calendar, you will have significant flexibility in selecting your events. Whatever you choose, Pro Events will help you to make the most out of your time as a student and to prepare for transitioning into a successful career.

Find the Pro Events calendar in the new virtual C2C! Get started by either downloading the Suitable app in your preferred app store or by visiting [app.suitable.co](http://app.suitable.co). Then log in with your UWSP email; be sure to give access to your camera and turn on notifications. Later in the semester, you will receive instructions on how to request that your Pro Events attendance credits be applied to your Sentry School classes with Pro Events requirements.

For this course, you must attend **two** official Pro Events. One event must be before the mid-semester cut-off of **Oct. 27**; a second event must be before the end-of-semester cut-off (**Dec. 15**). If you go to extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. Attendance at each event will count for 10 points towards your final grade.

You may earn Pro Events credits by attending both live Zoom events and in-person events. For maximum schedule flexibility, check out the Anderson Center Canvas page for details on “Create Your Own” events and the “Lunch with a Leader” program. “Create Your Own” events include meetings with Career Advising, Financial Coaching or Academic Coaching staff. The “Lunch with a Leader” program allows you to set up a lunch (virtual or in-person) with a business expert to learn more about their industry, company and profession.

**Only students registered for 100% online or branch-campus classes have access to Pro Events recordings.** The number of videos available will be pro-rated based on the number of such courses in which you are enrolled. Video events must be completed one week before the general Pro Events cut-offs. **For Fall 2023, the video deadlines are Oct. 20 for the first half-semester and Dec. 8 for the second half-semester.**

Attendance at Pro Events will be confirmed within the Pro Events Tracker in the virtual C2C. Please allow a week for confirmation of attendance at events held outside the Sentry School, such as Career Services events. If you have a question about Pro Events attendance, please email [proevents@uwsp.edu](mailto:proevents@uwsp.edu).

If you have multiple courses or affiliations with Pro Events requirements, it is your responsibility to make sure you have attended enough events for each course/affiliation.

## 6. SCHEDULE

### 6.1. Dates and Deadlines

The instructor will provide a tentative course schedule in a supplementary file. All provided course schedules are organized by week number in accordance with the official UWSP Academic calendar. A direct link to the UWSP Academic calendar can be found here:

<https://www.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx>

## 7. OTHER ADMINISTRATIVE DETAILS

### 7.1. ADA / Equal Access for Students with Disabilities

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. Links to UWSP's policies regarding ADA, nondiscrimination, and Online Accessibility (IT & Communication Accessibility) can be found at: <https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx>

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability Resource Center (DRC) to complete an Accommodations Request form. The DRC is located in room 108 in the Collins Classroom Center (CCC). For more information, call 715-346-3365 email [drc@uwsp.edu](mailto:drc@uwsp.edu), or visit: [www.uwsp.edu/drc](http://www.uwsp.edu/drc)

### ***7.2. Nondiscrimination Statement***

No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran's status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715-346-2606 or visit: [Equal Opportunity Human Resources](#)

### ***7.3. SSBE Inclusivity Statement***

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring in and out of class be viewed as a resource, strength, and benefit. Every person has a unique perspective and we learn from hearing many of them, but not all perspectives are represented in course readings. So, learning depends upon all of you contributing to the class with your own opinions and perspectives. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it. To do so, first go to the [Hate Bias Response Team website](#), then click the button that corresponds to the appropriate campus, and finally complete and submit the report. You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

Further information on UWSP's commitment to an inclusive campus can be found here: [Equity, Diversity, and Inclusion](#)

#### ***7.4. Religious Beliefs Accommodation***

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. A direct link to this policy can be found here: [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/22](https://docs.legis.wisconsin.gov/code/admin_code/uws/22)

#### ***7.5. Help Resources***

This section offers help resources relating to academic tutoring, healthcare, counseling, and other matter of student wellbeing. For help recourse related to technology use, please see section 1.4 above.

The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 234 Collins Classroom Center (CCC). For more information, call 715-346-3568 or visit: [Tutoring-Learning Center \(TLC\) at UWSP](#).

If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715-346-4646 or visit: [UWSP Student Health Services](#).

The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit: [UWSP Counseling Center](#).

In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students. Responding to students with care, concern, and resources is critical in supporting the success of our students and campus community, and therefore the Dean of Students maintains a list of resources that can provide support for a wide variety of situation. That list can be found here, [Dean of Students Resources](#). Moreover, the Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As such, an instructor may contact the Office of the Dean of Students if he or she senses that a student is in need of additional support beyond what the instructor is able to provide. Simply put, the Dean of Students is here to help. If you are ever unsure of what to do or who to contact, contact the Dean of Students Office at 715-346-2611 or visit them online at [UWSP Office of the Dean of Students](#).

UWSP students may also share a concern directly if they or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success and/or the safety of others. Please report any concerns of this nature at: [UWSP Dean of Students Anonymous Reports](#).

#### ***7.6. Emergency Response Guide***

In the event of an emergency, follow UWSP's emergency response procedures. For details on all emergency response procedures, please go to:

<https://www3.uwsp.edu/emergency/Documents/UWSP%20Emergency%20Guidebook.pdf>

### ***7.7. UWSP Community Bill of Rights and Responsibilities***

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students, staff, and faculty. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to:

<https://catalog.uwsp.edu/content.php?catoid=10&navoid=422#section-1-communal-bill-of-rights-and-responsibilities>

### ***7.8. University Attendance Policy***

In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university's attendance guidelines can be found at:

<https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>

### ***7.9. University Drop Policy***

You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester. A link to the university's drop policy can be found at:

[https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal\\_Procedures](https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures)

### ***7.10. Academic Honesty***

UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/14](https://docs.legis.wisconsin.gov/code/admin_code/uws/14)

### ***7.11. Grade Reviews/Appeals***

A formal grade appeal, also known as a Grade Review, can be requested in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. A link to the

university's policies on non-academic misconduct can be found at:

<https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx>

### **7.12. Non-Academic Misconduct**

Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university's policies on non-academic misconduct can be found at: <https://www.uwsp.edu/dos/Pages/stu-conduct.aspx>.

### **7.13. Confidentiality**

Under FERPA, students cannot remain anonymous in a class. Students are permitted to know who else is in their class.

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

This course may require students to post their work online using applications or services that have not been approved by UW-system. In this situation, the students work will only be viewable only by his or her classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. Please contact your instructor prior to the due date if you wish not to participate in these online assignments due to confidentiality concerns.

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, go to: <https://www.wisconsin.edu/dle/external-application-integration-requests/>. Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357. Links to the Terms of Use and Privacy Policies for tool used at UWSP be found at: <https://www.uwsp.edu/online/Pages/Privacy-and-Accessibility-Links.aspx>

Here are steps you can take to protect your data and privacy:

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Additional resources regarding information security at UWSP can be found at:

<https://www.uwsp.edu/infosecurity/Pages/default.aspx>.

It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those

incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful.

#### ***7.14. Intellectual Property - A Guide to Student Recording & Sharing Class Content***

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

#### ***7.15. Sample Coursework Permission***

The instructor may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send the instructor an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes.

#### ***7.16. Revision Clause***

This syllabus, the provided schedule, and all aforementioned coursework, are subject to change. It is the student's responsibility to check the course website for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.